

N.B.—These Programmes must be used in conjunction with *An Essay Towards a Philosophy of Education* (see N.B. 2).

Programme 120.†

L<sub>5</sub>

(April to July, 1931.  
(September to December, 1931, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

#### FORMS VI. & V.

PUPILS' NAMES.....

#### Scripture.

VI. & V. *The One Volume Bible Commentary*, by J. R. Dummelow (Macmillan, 10/-), (a) Introduction, pp. xli.-xlvii., and xcix.-cv.; (b) *Nehemiah*, pp. 278-284; (c) *Malachi*, pp. 612-615; (d) *St. Mark*, pp. 730-733 (chapters 12-16); (e) *II. Thessalonians*, pp. 989-990.  
*The Saviour of the World*, Vol. II. (P.N.E.U. Office, 3/-), pp. 123-174, with Bible text (see Index) and notes from "Dummelow." Use *The New Testament in the Revised Version* (Cambridge Press, 2/-).

The Gospel According to St. Mark (with introduction and commentary by A. W. F. Blunt, B.D.), (Oxford Press, 4/6), chapters 12-16.  
Palestine in Picture, by Canon Raven (Heffer, 10/6).

For Sunday reading (optional):

- VI. The Jesus of History, by T. R. Glover (S.C.M., 2/6), pp. 119-240.  
Stanley's The Eastern Church (Dent, 2/-), pp. 70-136. A Short History of our Religion, by D. C. Somervell (Bell, 5/-), pp. 212-264.  
Read from The Confessions of St. Augustine (Dent, 2/-), e.g., Books 1-3 and 9.
- V. Stanley's Sinai and Palestine (Murray, 4/-), pp. 304-364. Southey's Life of Wesley (Hutchinson, 2/-). Poems and Letters, by Thomas Gray (Dent, 2/-). Bishop Masterman's Sunday Epistles (S.P.C.K., 3/6). Cowper's Hymns.

† The 120th term of work set since the Parents' Union School began.



Composition. (The daily "reports" also come under this heading.)

- VI. & V. A good *précis* (see Morgan & Treble below, Section IV.). Essays on subjects suggested by the term's work in Literature, History, Science, or, on topics of the day. Occasionally write verses, *which must scan* (see Morgan & Treble, Section VII.).

#### English Language.

Both Forms, parse and analyse every week.

- VI. Taylor's *Words and Places* (Dent, 2/-), pp. 151-297. *On the Art of Writing*, by Sir A. Quiller-Couch (Cambridge Press, 5/-), pp. 111-214.
- V. For revision and reference (Accidence, Syntax, History of Language, etc.) use *A Senior English Grammar*, by R. A. Morgan & H. A. Treble (Murray, 3/6). Trench's *On the Study of Words* (Kegan Paul, 3/6), Lectures V., "On the Rise of New Words," and VI., "On the Distinction of Words," or use Everyman Edition (Dent, 2/-), Lectures IV. and V.

#### Literature (Books set include holiday and evening reading).

- VI. & V. (a) *Æschylus' Agamemnon* (Dent, 2/-). (b), Shakespeare's *The Taming of the Shrew* (Blackie, 6d).
- VI. (c) Boethius' *Consolations of Philosophy* (Dent, Temple Classics, 2/-), pp. 1-58. (d) Matthew Arnold's *Poems* (Dent, 2/-), e.g., pp. 19, 32, 33, 130, 145-224, 228-239. (e) *Marius the Epicurean*, by Walter Pater (Macmillan, 3/6). (f) *Hypatia*, by Charles Kingsley (Nelson, 1/6). (g) *Come Hither*, by Walter De la Mare (Revised Edition, Constable, 10/6). (h) *Oxford Book of English Verse* (Oxford Press, 8/6).
- V. (c) *She Stoops to Conquer*, by Oliver Goldsmith (Blackie, 1/-, text only). (d) Goldsmith's *The Vicar of Wakefield* (Nelson, 1/3). (e) Thackeray's *The Virginians* (Dent, two volumes, 2/- each), or, Scott's *Guy Mannering*, or Dickens' *Barnaby Rudge* (Nelson, 1/3 each). (f) Horace Walpole's *Letters on the American War* (Blackie, 10d.). (g) *Works of Burke*, Vol. II. (Oxford Press, 2/-), Speech on "Present Discontents." (h) *The Book of English Poetry* (Jack, 7/6), contemporary poets (1742-1785), (Gray, Collins, Goldsmith, Cowper, Crabbe, Blake.) For reference only, *English Literature*, by A. J. Wyatt (University Tutorial Press, 3/-).

Keep a Commonplace Book for passages that strike you particularly; learn a hundred lines of poetry; be able to give some account of what you have read in each book, with sketches of the chief characters.

#### English History.

- VI. Green's *Short History of the English People*, Vol. I. (Dent, 2/-), pp. 1-41 (A.D. 607-827). Bede's *Ecclesiastical History* (Dent, 2/-), Book I., chapters 7, 10, 12, 23 and 24; Book II., 9-14; Book III., 3-6; Book IV., 3, 13, 23, 24 and 27.
- V. Green's *Short History of the English People*, Vol. II., pp. 692-755 (Dent, 2/-), (1742-1785). Read from Macaulay's *Essay on Clive*, Vol. I. (Dent, 2/-).

#### General History.

- VI. *The Legacy of the Ancient World*, by W. G. De Burgh (Macdonald & Evans, 15/-), pp. 264-321. Gibbon's *Decline and Fall of the Roman Empire*, Vol. II. (Dent, 2/-), chapters 17-19.
- V. *Ancient Times*, by J. H. Breasted (Ginn, 10/6), pp. 649-715. *Medieval and Modern Times*, by T. R. Robinson (Ginn, 10/6), (1927 edition), pp. 410-423, and 442-491. Read from Macaulay's *Essay on Frederick the Great*, Vol. II. (Dent, 2/-).
- VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9, or better, 2/6; see illustrated leaflet by Miss Bernau, P.N.E.U. Office, 6d.), putting in illustrations from all the history studied during the term (Bible, English, General). Visit museums. Make summaries of dates and events. Use maps. Make charts.

Smith's Classical Dictionary (Dent, 2/6). An Atlas of Ancient and Classical Geography (Dent, 2/6).

#### Every-Day Morals and Economics.

- VI. Plato's *Education of the Young* (Cambridge Press, 4/6), pp. 12-16 and 49-77. *Economics for the General Reader*, by Henry Clay (Macmillan, 4/6), pp. 227-307.
- V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 170-202. *The Economic World*, by A. R. & E. M. Burns (U.L.P., 5/-), pp. 73-147.

#### Geography.

- VI. *Frequented Ways*, by M. J. Newbigin (Constable, 15/-), pp. 114-159. *The Other Side of the Lantern*, by Sir F. Treves (Cassell, 3/6), pp. 1-105.
- V. *The English Speaking Nations*, by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 138-192, with *Amble-side Geography Book V.* (1931 edition, Kegan Paul, 5/-), for reference and map work. *A Shorter Physical Geography*, by E. de Martonne (Christophers, 7/6), pp. 51-104. Huxley's *Physiography* (revised 1924, Macmillan, 5/-), pp. 212-269. Mort's *An Elementary Practical Geography* (Blackie, 2/6), pp. 65-77.

Philip's Pocket Surveyor (Philip & Son, 2/6), will be found useful.



VI. & V. Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers, and in connection with history, etc., studied. Summarise readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.

The World-Wide Atlas (Johnston, Edinburgh, 10/-).

#### General Science.

VI. *The Seas*, by F. S. Russell and C. M. Yonge (Warne, 12/6), pp. 110-242.

V. *Scientific Ideas of To-day* (1925 edition), by C. R. Gibson (Seeley, 6/-), pp. 87-124.

VI. & V. Geikie's *Geology* (revised 1921, Macmillan, 7/6), pp. 91-137. Some account of the geology of your neighbourhood, drawing sections.

The Ordnance Survey Geological Map of the British Isles (Stanford, 2/-). Geological Map of Europe (Oxford Press, 2/6).

#### Biology, Botany, etc.

VI. *The Study of Animal Life*, by J. Arthur Thomson (Murray, 6/-), pp. 265-296. *The Romance of the Human Body*, by R. C. Macfie (Gardner, Darton, 5/-), pp. 1-44.

V. *Botany*, by D. Thoday (Cambridge Press, 7/6), pp. 1-13, 334-381, and 446-468. For suggestions for out-door work: Dr. Caver's *Botany* (University Press, 8/6) will be found useful, see questions following chapters xiii.-xxiv. (pollination, seed dispersal, botanical classification).

Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note Book* with flower and bird lists (P.N.E.U. Office, 2/3).

#### Astronomy.

VI. & V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), VI., pp. 492-557 (chapters 24-27); V., pp. 122-191 (chapters 5-8).

Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations and planets visible. *Stars at a Glance* (Philip, 1/6).

#### French.

VI. & V. *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 51-60. Take a French paper (list can be obtained from Hachette).

VI. Beaumarchais' *Barbier de Seville* (edited by I. H. B. Spiers), (Harrap, 2/-). *The Oxford Book of French Verse* (Oxford Press, 8/6).

V. *Un Drame en Livonie*, by Jules Verne (Hachette, 1/6). *A Book of French Verse* (Oxford Press, 4/-), learn two poems.

#### Latin.

VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 68-83; 128-133; 143-144. *Limen*, Part II. (Murray, 2/6), pp. 243-292. *A Book of Latin Poetry* (Methuen, 2/-). *A Book of Latin Letters*, edited by R. G. C. Levens (Methuen, 3/6), pp. 22-43.

V. *Limen* (Murray, 2/6), pp. 134-172, or, (second year), pp. 237-268. *Livy, Book IX.* (Cambridge Press, 3/6) §§ 34-46.

Dies Romani, by W. F. Witton (Arnold, 2/-), may be used for practice in translation.

#### German.

VI. & V. *A Public School German Primer* (Macmillan, 4/-), VI.: revise pp. 158-188. V.: pp. 13-25 inclusive. Learn poems from *Deutsche Lyrik* (Macmillan, 3/6).

VI. *Das Nibelungenlied*, by Dr. Vilmar (edited by E. Hügelshofer), (Harrap, 2/-), pp. 1-40. *Hochzeit auf Capri*, by Paul Heyse (edited by W. Bernhardt), (Harrap 2/-), pp. 1-20.

V. *Das Wirtshaus zu Cransac*, by H. Zschokke (edited by E. S. Joynes), (Harrap, 2/-), pp. 1-25. *Er ist nicht Eifersüchtig*, by A. Elz (edited by B. W. Wells), (Harrap, 2/-).

#### or, Italian.

VI. & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 4/6): (VI.) read from Part II., using Part I. and Appendices for studies in Grammar, (V.) lessons 24-28, inclusive. *Italian Irregular Verbs* (Hachette, 1/-). *The Hundred Best Italian Poems* (Gowans & Gray, 1/-).

VI. Read three cantos from Dante's *Il Purgatorio* (Dent, 2/-). *Le Mie Prigione* (Hachette, 2/6).

V. *Il Capellano della Rovello*, by Giulio Carcano (Hachette, 1/3).

#### Arithmetic.

VI. & V. Dr. Ballard's *Fundamental Arithmetic*, Book VI. (London University Press, 1/1), pp. 44-68; Teacher's Book VI. (2/3, is also essential. For mental work, *Arithmetical Dictation*, Book VI., by Alfred Wisdom (U.L.P., 1/3), Ex. 374-400;

or (second year) Book VII. (1/4), pp. 30-61, 93 and 94, and problems sets G to L, with Teacher's Book VII. (2/6).

#### Geometry.

VI. & V. *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 222-231, or (2nd year), pp. 262-269, and revise section IV.

The School Set of Mathematical Instruments (P.N.E.U. Office, 2/-).

#### Algebra.

VI. & V. *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 207-213, 228-231, 301-309, 311-314, 325-331.



#### Art Studies.

- VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), chapters 8-13, inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. I. (Batsford, 6/-), chapter 1.
- V. *Schools of Painting*, by M. Innes (Methuen, 6/6), chapters 19-24. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-), pp. 189-228.

For reference: *Styles of Architecture*, by A. Stratton (Batsford, 1/6).

- VI. & V. Six reproductions of works by Memlinc (P.N.E.U. Office, 2/- the set); see notes in the *April Parents' Review*.

#### Reading.

*The Speaking Voice*, by Emil Behnke (Curwen & Son, 7/6), pp. 105-139.

*The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

#### Music Appreciation.

- VI. & V. The work of Chopin: see article in the *April Parents' Review*. *The Enjoyment of Music*, by A. W. Pollitt (Methuen, 5/-).

#### Music.

- VI. & V. (a) *The Growth of Music*, by H. C. Colles (Oxford Press, 10/6). (b) *Foundations of Practical Harmony and Counterpoint*, by R. O. Morris (Macmillan, 7/6), four chapters each term; see preface. (c) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6).

#### Singing.

Two French songs; two German songs or two Italian songs.

Two National or Folk Songs, direct from Novello & Co. (2d. each), or, from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6).

#### Drill, etc.

Daily drill, dancing or games.

A Manual of Free-Standing Movements, by H. D. Hassum (Hachette, 1/8). Syllabus of Physical Training for Schools, 1927, Supplement No. 12 (H.M. Stationery Office, 4d.). Six Country Dances: *The English Country Dance, Graded Series*, Vols VI.-VIII. (Novello, 3/- each); music and instructions for six dances in each volume. Cricket; tennis.

#### Work: Arts and Crafts.

*The Basis of Design*, by Walter Crane (Bell, 10/-), pp. 259-301. Studies in figure drawing and perspective; sketching from nature, see *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-), pp. 153-181. *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6). Woodcarving, see Glass, pp. 173-180. Studies of animals: *Animal Drawing and Anatomy* by Edwin Noble (Batsford, 10/6).

Valuable suggestions will be found for the teaching of all Handicrafts and Drawing in the following: *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). It is not advisable that stereotyped courses should be followed.

Do some definite house and garden work. *Practical Housecraft*: (1) *Housewifery*, (2) *Laundry*, (3) *Cooking* (Longmans, 6d. each). Darn and mend each week. Make a garment.

Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

The Cambridge School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. (see special leaflet). For further particulars write to the Director, The Parents' Union School, Ambleside.

#### GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for her age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons. Form VI. work should not be attempted unless the full two years' work has been done in Form V. (Average ages in V., 15 and 16).

N.B. 2.—For principles and methods of teaching the various subjects see *An Essay Towards a Philosophy of Education* (10/6), *Parents and Children* (5/-), (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must in these subjects either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 4.—Each pupil should have a copy of her own books, and a set of the Pictures and materials. It is essential to have the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts (and any others printed in small type) are advisable but optional. The work of the Programmes cannot be fully carried out unless each pupil keeps a Nature Note Book and a Century Book.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 7.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. (Office hours: 9 a.m. to 1 p.m., and 2 p.m. to 4 p.m., except Saturdays.)

N.B. 8.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.



**To Ex-P.U.S. Members who have already worked through  
Form VI., and Ex-Students of the House of Education  
taking the P.U.S. Reading Course.**

Bibliographies for further reading will be found in *The Legacy of the Ancient World, Medieval and Modern Times, Green's History, The Study of Animal Life, The Economic World.*

The following books are also suggested for 1931: Bishop Gore's *The Philosophy of the Good Life* (Murray, 10/6); Bishop Hicks' *The Fullness of Sacrifice* (Macmillan, 15/-); *The Testament of Beauty*, by Robert Bridges (Oxford Press, 7/6); *On Reading Books*, by Prof. J. Livingstone Lowes (Constable, 5/-); *The History of British Civilization*, by E. Wingfield-Stratford (Routledge, 15/-); *Economic Prosperity in the British Empire*, by Stephen Leacock (Constable, 7/6); *Introduction to Political Science*, by E. F. Bowman (Methuen, 6/-); *The Nature of the Physical World*, by Sir A. S. Eddington (Cambridge Press, 12/6); *The Universe Around Us*, by Sir James Jeans (2nd edition, Cambridge Press, 12/6); *The Mysterious Universe*, by Sir James Jeans (Cambridge Press, 3/6).



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### FORMS VI. & V.

PUPILS' NAMES.....

#### Scripture.

VI. & V. 1. Sketch the character and career of Nehemiah.

2. What do you know as to (a), the Prophet, (b), the occasion of writing, and (c), the characteristic features of the Book of Malachi?

3. Write on **two** of the following, giving the context,—  
(a), "Why tempt ye Me"; (b), "Beware of the scribes"; (c), "She hath wrought a good work in Me"; (d), "My words shall not pass away."

4. By what counsels does St. Paul seek to prepare the Thessalonians for "the final presence of the Lord?"

5. Write, in verse if possible, on the teaching given by our Lord to His disciples on **one** of the following,—  
(a), "Be ye perfect"; (b), "The single eye"; (c), "Blessed are the poor."

#### Composition.

VI. & V. 1. Write a *Times* Leader on **one** of the following subjects,—  
(a), Mr. Hoover's payment offer; (b), Wireless for the Blind; (c), Unemployment, its problems and a suggested solution; (d), The Spanish Revolution.

2. Some verses, which must scan, on **one** of the following,—  
(a), "Clear shining after rain"; (b), "The Raven" (*Barnaby Rudge*); (c), "Meg Merrilees"; (d), "Dr. Primrose," (e), "Hypatia."



English Language.

VI. & V. 1. Analyse, parsing the the words in italics,—  
“For he painted the things *that matter*,  
The *tints that we all pass by*,  
Like the little blue wreaths of incense  
That the wild thyme breathes to the sky.”

VI. 2. Write on (a), Celtic names in Britain, or, (b), the street names of London.

3. Summarise the rules which must be borne in mind in “the art of writing”

V. 2. “New thoughts claim new words.” Explain, giving examples.

3. Show, in sentences, the difference in meaning in (i.) the following pairs of words,—(a), admire and wonder, (b), freedom and liberty, (c), love and charity, (d), interference and interposition; and (ii.), (e), arrogant, presumptuous, and insolent.

Literature. (Answer three questions only.)

VI. & V. I. Sketch briefly the tragedy of The Agamemnon. Describe the office of the chorus. Quotations if possible.

2. What light does *The Taming of the Shrew* throw upon Italian life in the Middle Ages? Quote half-a-dozen fine or beautiful sayings.

VI. 3. Describe a scene in Ancient Egypt about 413 A.D. (*Hyptia*).

4. Give the story of (a), *The Scholar Gipsy*, or, (b), *Sohrab and Rustum*, quoting lines that specially struck you.

5. Describe the Vision of Philosophy that appeared to Boethius. How did he “lay bare his wound,” and by what arguments did she seek to heal him?

6. Give a description of Marcus Aurelius and his court (from *Marius the Epicurean*).

V. 3. Write *She Stoops to Conquer*, as a short story.

4. A scene for acting on the stage, showing **one** of the following scenes—(a), “Harry Warrington at Bath”; (b), “The Vardens at home”; (c), “Brown visits Dandie Dinmont.”

5. “A description of the family of Wakefield in which a kindred likeness prevails.”

6. Write “on the true service of the Commonwealth” according to Burke.

7. A letter, as from Horace Walpole, on the campaign in America.

English History.

VI. 1. An essay on the origin of the English people.

2. “Baeda was at once the founder of Medieval history and the first English historian.” Justify and illustrate this statement.

3. Write briefly upon **two** of the following, according to Bede,—(a), Augustine, (b), King Edwin, (c), King Oswald, (d), the Abbess Hilda, (e), St. Cuthbert.

V. 1. Write an essay on William Pitt, “the Great Commoner.” What was the significance of his title?

2. Give some account of the religious revival which took place at the close of Walpole’s ministry, and of the philanthropic movement which followed it. Dates.

3. Sketch the career of Robert Clive. Dates.

General History.

VI. 1. Give some account of the expansion of Christianity over the Roman world.

2. Write upon (a), the foundation of Constantinople, and (b), the political system of Constantine.

V. 1. Describe (a) the civilization of the Early Roman Empire, or (b), the century of Revolution following the death of Marcus Aurelius. Dates.

2. Give some account of the old Régime in France, and show that the real French Revolution is not to be confounded with the Reign of Terror.

or, 2. Write an Essay on Frederick the Great. Dates.

Every-Day Morals and Economics.

VI. 1. Describe (a), the education of the young, or, (b), higher education, in Plato’s *Republic*.

2. Write upon **one** of the following,—(a), unemployment and over-production; (b), value.

V. 1. “There can be no will but a free will.” Explain and illustrate from your reading.

2. Mention some of the ways in which the knowledge of God may come to us. Show that such knowledge is necessary but not inevitable.

3. What connection have prices with (a), demand, (b), supply? Give illustrations from your own experience, if possible.

Geography.

VI. 1. Describe the characteristics of the moors and heaths formation, with special reference to any that you know.

2. “Everywhere in Europe agriculture has been disturbed by the industrial revolution.” Explain and illustrate.

3. Write “Impressions” of (a), Agra, or, (b), Delhi.

V. 1. Enumerate the steps by which the Union of South Africa came into being. Give a sketch map in illustration.

2. Classify the chief types of climate, indicating the various influences at work.

or, 2. Write on volcanoes and their distribution. Diagrams.

3. What causes affect the vegetation of a country? Illustrate with a sketch map of England and Wales.



#### General Science.

- VI. 1. Write an essay on "Plankton" and its distribution, Diagrams.
- V. 1. What is the Æther? In what ways may its existence be illustrated?
- VI. & V. 2. Explain and illustrate the fact that plants and animals leave their records in geological history.

#### Biology, Botany, etc.

- VI. 1. Describe briefly "the ultimate sources of the elements found in the human body."
2. Write upon the structure and classification of backboneed animals. Drawings.
- V. 1. Classify botanically the flowers of **three** of the following, (a), figwort, (b), speedwell, (c), cowwheat, (d), dead-nettle, (e), yellow iris, (f), spear thistle. Drawings.
2. Describe any "plant community" you have examined, indicating the natural factors upon which the community depends.

#### Astronomy.

- VI. 1. Write upon the precession and nutation of the earth's axis.
2. An essay on tides.
- V. 1. Write an essay on the planet Mercury. Diagram.
2. Describe a transit of Venus. Diagram.

#### French. (All answers to be written in French.)

- VI. & V. 1. Write a résumé of the plot of (VI.), *Le Barbier de Séville*; (V.), *Un Drame en Livonie*.
2. Translate into French (VI.). *Come Hither*, No. 319, verse 1.
- (V.), page 47 (Molmy), "I have come . . . posterity."
3. Write notes, giving examples, on the use of the Conditional Mood.

#### Latin.

- VI. 1. Write the 3rd Plural of the Present and Future Indicative and of the Present Subjunctive of: *possum*, *nolo*, *feror*, *eo*, *fio*.
2. Translate: (1) The general knows that the soldiers will obey him. (2) There was nothing to prevent the Romans from taking that city. (3) If you had been present on the Ides of March would you have defended Cæsar?
3. (a) *A Book of Latin Letters*, Letter 30, translate paragraph 1 (*Postea . . . perspicias*). (b), Read the Latin of this passage again, then write a Latin narration.

- V. (First year). 1. Decline "gradus gravis," "cornu acre."

2. Translate: (1) Each one thought his own work was difficult to do. (2) Hannibal ought to have advanced at once against Rome. (2) The Romans thought that the spears of the Britons standing on the rocks would descend on their heads.

(Second year). 1. Make and translate sentences to illustrate: "Predicative Dative," "Dative of Purpose," "Genitive of Description," "Genitive of Charge."

2. Translate: (1) Soldiers must obey their leader; the city must be attacked at once. (2) Scarcely had they come to the city when they saw that the enemy was near. (3) We waited in the town until reinforcements could arrive.

(First and Second Years.)

3. *Livy*, Book IX. Read through § 35 to get the story of the battle and appreciate the spirit of it. Then write an *abridged* account of it (a) in English, (b), in Latin. These need not be identical. Books may be open for the English account.

#### German.

- VI. & V. 1. Describe, in German, (a), "Leopold" and his mother, or, (b), the arrival at the inn at Cransac.
- VI. 2. Translate into German *Das Niebelungenlied*, Appendix, page 98, "Siegfried . . . Brunhild."
3. Translate *Siepmann*, page 235, Reproduction, and write notes on the comparison of the adjectives used.
- V. 2. Write, in German, the story of *Erist nicht Eifersüchtig*.
3. Translate into German *Siepmann*, page 236, Exercise, sentences 7-14.

#### or, Italian.

- VI. 1. Translate into English and retranslate into Italian, page 216, "La pittura . . . Scalpello."
3. Write, in Italian, two paragraphs of a "diary" as by Silvio Pellico.
- VI. & V. 2. Give examples, in sentences, of (a), conjunctions governing the subjunctive, (b), the subjunctive in relative clauses.
- V. 1. Write a short paragraph about (a), an incident from *Il Cappellano della Rovella*, or, (b), Assisi.

#### Arithmetic.

(Second year.)

1. The volume of a tree trunk is taken to be equal to the length multiplied by the square of  $\frac{1}{4}$  of the girth. How much per cent. would this be in error if the trunk were a circular cylinder? ( $\pi = 3.1416$ ).

P.T.O.



2. Teak is 45 lb. to the cubic foot and water is  $62\frac{1}{2}$  lb. If a certain kind of iron weighs 7.492 times as much as an equal volume of water, what thickness of this iron will be of the same weight as a 4 inch plank of teak? (Answer correct to 3 places of decimals).
3. A contractor employs a fixed number of men to complete a work. He may employ either of 2 kinds of workmen: the first at 26s. 6d. per week each, the second at 18s. 6d. per week each; the work of one of the former is to that of one of the latter as 5 to 4. If he finishes it as quickly as possible, he spends £270 more than he would have done if he had finished it as cheaply as possible, but takes 4 weeks less time. What would it have cost if he had employed equal numbers of the two kinds of workmen?

(First Year.)

1. Find the Compound Interest on £4500 in three years if 4 per cent. interest is allowed for the first year, 5 per cent. for the second year, and 6 per cent. for the third year.
2. The average rainfall for 7 days was .13 inches. On one of these days .46 inches fell. What was the average for the other 6 days?
3. A train 210 yards long going at 30 miles an hour overtakes another train 318 yards long going at 21 miles an hour in the same direction. How long will the first train take to pass the second?

Geometry.

(Second Year.)

1. In a right-angled triangle if a perpendicular is drawn from the right angle to the hypotenuse the triangles on each side of it are similar to the whole triangle and to one another.
2. Draw a line AB and divide it in the ratio 2:7:3.
3. A, B, C are three points on a circle, A being on the major arc BC. The tangents at B and C intersect at T; a line is drawn through T parallel to the tangent at A and cuts AB, AC, produced, at P and Q. Prove that TP=TQ.

(First Year.)

1. Prove geometrically that:  $(a+b)^2 = a^2 + b^2 + 2ab$ .
2. In any triangle the sum of the squares on two sides is equal to twice the square on half the third side, together with twice the square on the median which bisects the third side.
3. The sides of a triangle are 4, 7, 9; calculate the length of the shortest median.

Algebra.

(Second Year.)

*Hall's Algebra*, pp. 301-309, 311-314, 325-331.

1. The temperature of the water in a boiler is rising at a steady rate; readings taken every 20 minutes are as follows: 82° F, 88° F, 94° F, 100° F, etc. The last reading was 190° F; how many readings were taken in all? What was the  $n^{\text{th}}$  reading?
2. (a) Find the sum of 7 terms of the geometric series 15, -7.5, 3.75, . . . .  
(b), Insert 3 geometric means between 38 and 23750.
3. Find the value of:

$$(3\sqrt{xy^3} - xy + 2\frac{\sqrt{y^5}}{\sqrt{x}})(\sqrt{x^3y} - 2\sqrt{xy^3})$$

and give the result without radical signs.

(First Year.)

*A School Algebra*, by H. S. Hall, pp. 207-213, 228-231.

1. Find the value of:

$$(a) \frac{2}{2x+1} + \frac{1}{2x-1} + \frac{x}{2x+1} - \frac{x}{1-2x} - 1.$$

$$(b) 1 - \frac{1}{1 + \frac{1}{\frac{y^2 - x^2}{x^2 y^2}}}$$

2. A number, its half, and its third part make 22; find the number.
3. A man buys one lot of eggs at 1/6 a dozen and a second lot, which is 3 dozen more than the first lot, at 2 shillings a dozen; he sells them all at 2s. 6d. a dozen and makes 15 shillings profit. How many eggs did he buy altogether?

Art Studies.

- VI. & V. 1. Describe (a), the Marriage of St. Catherine, or, (b), the Vision of St. John on Patmos, as portrayed by Memline. Sketch some detail of the composition.
2. Write a short account of the work of (a), Fra Filippo Lippi, or, (b), Rembrandt, describing in detail one of his pictures.
- VI. 3. Write upon the monuments to be seen at **one** of the following places,—(a), Karnak; (b), Khorsabad; (c), Persepolis. Drawings.
- V. 3. Give examples of Renaissance architecture (a), in Florence, (b), in Venice. Drawings if possible.



Painting.

1. An out-of-door study in perspective, with a disappearing road or path.
2. Memory drawings of (a), a plant in *situ*, or, (b), a figure at work in garden or field.

Music Appreciation.

Mention six works by Chopin which illustrate his variety of romantic expression. Write fully on any one of them.

Reading.

Father to choose an unseen (a), essay, (b), poem.

Music.

Report progress.

Singing.

Father to choose an English, a French, and a German song.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

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**The Summer Examination is optional.**—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports (*only*) to be posted to the Director, Parents' Union School, Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers on all subjects. Names, *in full*, ages (*years and months*) and Forms to appear on the Reports. Schools and Classes should state the number of children working in each Form.

For scale of marks (*as remarks*) to be followed in all subjects see head of Report Forms.

Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.